

Action Component: READING ACROSS THE CURRICULUM PLANDistrict Name: **Perry County**Component Manager: **Carole Mullins**School Name: **Perry County Central High School**Date: **November 2003**

Priority Need	Goal (Addresses the Priority Need)
<p>The Spring 2003 KCCT scores reflect a decrease in the following content areas:</p> <ul style="list-style-type: none"> Mathematics - 0.50 Science - 1.44 Social Studies - 0.41 Arts/Humanities - 1.48 <p>Analysis of the 2003 Kentucky Performance Report disaggregated data reveals the following results in Reading:</p> <ul style="list-style-type: none"> Students with Disabilities not performing to state standards <p>The Spring 2003 NCLB report indicates that Adequate Yearly Progress was not met in the following:</p> <ul style="list-style-type: none"> Reading: Students with Disabilities not performing to national standards <p>The Fall 2003 <i>Degrees of Reading Program Assessment</i> reveals the following:</p> <ul style="list-style-type: none"> 9th Grade Students scored a Median of 62 Instructional Level DRP Units (6 points below the established Median) 10th Grade Students scored a Median of 65 Instructional Level DRP Units (3 points below the established Median) 	<p>A. The 2004 KCCT academic index of Reading, Mathematics, Science, Social Studies, and Arts/Humanities will increase by a score of 5 points each based on the 2014 School Academic Index goal of 100.</p> <p>B. Reduce achievement gaps in the identified area of disabilities in order to meet the reduction targets set by the PCCHS SBDM council for the 2002/2004 biennium (SB 168).</p> <p>C. The spring 2004 <i>Degrees of Reading Program Assessment</i> results will reflect a Median Instructional Level DRP unit increase of 6 points for 9th Grade Students and 3 points for 10th Grade Students.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Based on the 2002 Scholastic Review process, the 2003 KPR student responses and additional teacher evaluations, walkthroughs, lesson plans, and student interviews:</p> <ul style="list-style-type: none"> • Most teachers rely on teacher-directed strategies (lecture and whole group instruction). • In general, instruction is directed towards those with verbal and auditory skills. • Teacher Instructional strategies are not effective in meeting the needs of all students. • Higher-order thinking skills are not required in a large number of activities. • Teachers do not collaboratively analyze student work in order to continuously monitor and modify instruction. <p>Professional Development Records indicate a lack of teacher participation in the area of Research-Based Instructional Strategies in all content areas.</p>	<p>A.1 & B.3 Beginning in the Fall of 2003 teachers will engage students in learning through the use of varied research-based instructional strategies/activities that address different learning styles in order to support the Reading Across the Curriculum Plan.</p> <p>A. 2 By May 2004, teachers will collaborate and analyze student work once each semester in order to develop an instructional action plan pertinent to each subject area.</p> <p>A.3 & B.4 By May 2004, teachers will participate in two 3-hour PD sessions in the area of Research-Based Instructional Strategies Across the Curriculum.</p> <p>A.4 & B.5 By June 2003, PCCHS Department Heads will participate in one literacy study group: (IRA Literacy Study Group session: <i>Adolescent Literacy and Reading for Understanding</i>) and one professional book study group: (<i>A Guide to Improving Reading in Middle & High School Classrooms</i>).</p> <p>A.5 & B.6 Beginning in the fall of 2004, PCCHS Department Heads will facilitate literacy study groups within their department in order to build a knowledge base for Reading Across the Curriculum within the school.</p> <p>B.1 By the end of the 2002-2004 biennium the performance gap in 9th grade reading between students tested without accommodations and those tested with accommodations, will be reduced by 3.4 NCE points.</p> <p>B.2 By the end of the 2002-2004 biennium the performance gap in 10th grade reading between students tested without accommodations and those tested with accommodations will be reduced by 14.0 scale score points.</p> <p>C.1 By May 2004, teachers will provide 9th and 10th grade students formal reading assessment through the implementation of the TASA, <i>Degrees of Reading Power</i> assessment program.</p> <p>C.2 By May 2004, teachers will provide all students informal assessment through the use of 2 content area specific CLOZE passages.</p>

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Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	A.1.a and B.3.a The Reading Mentor will provide two 3-hour PD sessions utilizing: <u>Classroom Strategies for Interactive Learning, 2nd Edition</u> , by Doug Buehl. (Resource will be purchased for all PCCHS teachers).	Teacher implementation of varied research-based instructional strategies in the classroom that address multiple intelligences and learning styles will increase overall student achievement across the curriculum. Implementation of strategies will be monitored through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins Dacker Combs Larry Robinson Joe Hignite Jan Johnson Central Office Administrators	Oct. 2003	May 2004	\$1,600.00
	A.1.b and B.3.b The current "Plan to Assist Struggling Students" will be revised to include the requirement that teachers implement 2 research-based Reading Across the Curriculum instructional strategies during the 2003-04 school year.	Teacher Implementation of research-based instructional strategies across the curriculum will help to meet the needs of all students, increase student achievement, raise test scores, and reduce achievement gaps as determined by analysis of student work and test data. Implementation of strategies will be monitored through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins Dacker Combs Larry Robinson Joe Hignite Jan Johnson Central Office Administrators SBDM Council	Sept. 2003	Oct. 2003	-0-

	<p>C.1.a The TASA Degrees of Reading Power continuous assessment program will be utilized to formally assess 9th and 10th grade students in the Fall of 2003 and Spring of 2004.</p>	Results acquired through the DRP assessment program (Fall 2003 & Spring 2004) will be used as support data to address student needs in reading across the curriculum and will assist teachers in the implementation of appropriate instructional strategies. Completion of strategies will be evidenced through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins PCCHS Faculty	Oct. 2003	Mar. 2004	\$4,300.00
	<p>C.1.b A training session will be conducted in order to prepare staff for the use of the new <i>Degrees of Reading Power (DRP)</i> assessment program.</p>	English I and II teachers will become trained in the administration of the DRP assessment program. Organization of completed tests will determine teacher's knowledge of the administration process.	Kim Hall Carole Mullins	Nov. 2003	Nov. 2003	-0-
	<p>C.2.a PCCHS teachers will administer 2 content specific CLOZE reading passages to all students during the 2003-04 school year.</p>	Results acquired from classroom Informal assessment results will be used as support data to address student needs in reading and to develop content specific Plans of Action. A copy of plans will be given to the Instructional Supervisor and implementation will be evidenced through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	PCCHS Faculty Carole Mullins	Dec. 2003	May 2004	-0-

	<p>A.2.a Teachers will meet collaboratively to analyze student work once each semester utilizing the Kentucky Student Performance Descriptions as the measurement tool.</p>	Information acquired from analysis of student work will help to continuously monitor and modify instruction. A Plan of Action to address identified student needs and improve instructional practices will be developed by each subject area.	PCCHS Faculty Carole Mullins	Oct. 2003	May 2004	Stipends will be paid from PD funds.
	<p>A.4.a and B.5.a PCCHS Dept. Heads will participate in a professional book study utilizing <i>Reading for Understanding: A Guide to Improving Reading in Middle & High School Classrooms</i> and an IRA Literacy Study Group session: <i>Adolescent Literacy</i>.</p>	Participation in study groups will help build capacity in the area of adolescent literacy within the school. Department Heads will facilitate future study group sessions within their own departments. This will be evidenced through attendance records kept by the instructional supervisor.	PCCHS Faculty Carole Mullins	Oct. 2003	May 2004	\$260.00 \$435.00
	<p>A.5.a and B.6.a PCCHS Department Heads will facilitate literacy study groups within their individual departments.</p>	Literacy study groups within each department will build a stronger knowledge base for Reading Across the Curriculum within the school. Attendance records, agenda, walkthroughs, lesson plans, and student interviews will provide confirmation of teacher knowledge/implementation.	PCCHS Dept. Heads Carole Mullins	Oct. 2004	May 2005	PD Funds will cover all costs